

TEACHING WRITING RECOUNT TEXT THROUGH COOPERATIVE LEARNING BY USING ROUNDTABLE TECHNIQUE AT THE FIRST GRADE OF SMAN 1 PASIR SAKTI

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Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada peningkatan pada kemampuan siswa dalam menulis teks recount setelah belajar melalui tehnik roundtable. Pendekatan penelitian ini adalah kuantitatif. Subjek penelitian ini adalah 34 siswa tingkat pertama sekolah menengah atas (SMA). Tes menulis yang mencakup pretest dan posttest digunakan sebagai alat pengumpulan data. Tes tersebut diberikan untuk melihat sejauh mana peningkatan kemampuan menulis siswa setelah diadakan perlakuan. Data yang diperoleh dianalisis menggunakan *t-test* dengan tingkat signifikan level $p < 0.05$ menggunakan SPSS versi 17.0. Hasil menunjukkan bahwa terdapat perbedaan signifikan secara statistik pada pencapaian menulis siswa. Hal ini menandakan bahwa teknik roundtable dapat diterapkan untuk meningkatkan keterampilan menulis siswa.

Abstract. The aim of this research was to find out the improvement of the students' writing ability after the implementation of roundtable technique in teaching writing recount text. The approach of the research was quantitative. The subjects of this research were 34 students at the first grade of senior high school (SMA). The writing tests consisted of pretest and posttest were administered to collect the data. The tests were given to see how far the students improve their recount writing ability after the treatment. The data were analyzed by using *t-test* with the significant level $p < 0.05$ through SPSS version 17.0. The result showed that there was a statistically significant increase of students' writing ability. This suggests that teaching writing using roundtable technique facilitates the students to improve their writing ability.

Keywords: *writing, writing ability, roundtable technique*

INTRODUCTION

Writing is a skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas (Morris, Rupperd, and Hurried, 1999:22). Writing as one of English language skills plays an important role in the formal communication. Sometimes written word is the only acceptable way in communication, for example in formal letter like application letter. According to Chaffee (1999:10), writing represents our thoughts, feelings, and experiences; and there is a purpose in every act of writing. Having a good writing skill helps students to achieve their purpose in the future; apply for jobs, write academic writings, and formal letters.

In line with the purpose of teaching English in curriculum 2013, the teachers have to: (1) develop the ability of communication in oral and written. These capabilities include in listening, speaking, reading, and writing; (2) grow awareness of the importance of English as a foreign language to become a major tool of learning. Thus, according to Educational Unit Curriculum (K13), English is one of language skills that should be mastered by the students. In writing aspect, the competence that students should be mastered in understanding the various meanings (interpersonal, ideational, textual) in a variety of written texts interactional and monologue especially in the forms of descriptive, narrative, spoof/recount, procedures, reports, news items, anecdotes, exposition, explanation, discussion, commentary, and reviews is needed.

However, the capability of students' writing achievement regarding to the fact is low. This is because one of factors, that is the technique of teaching writing. Dealing with writing for EFL students, writing is regarded as a language skill that is not easy for the students to be achieved. Even if the students are asked to produce text in their mother tongue still seems something difficult to do. It is strengthened by Byrne (1988:4) who says that writing is difficult activity for most people, both in mother tongue and in a foreign language.

Meanwhile, in order to activate the students during the teaching writing process, the researcher conducted a roundtable technique. According to Olsen and Kagan (in Richard and Rogers, 2001:198) Roundtable technique is a technique in which there is a piece of paper and a pen or pencil for each group. The students give responses to the questions or problems given by writing the answers on a piece of paper given in turns within a group. Kagan and Kagan (2009) also stated that by using Roundtable, there were two thinking skills fostered: categorization (selecting and identify the category or broader topic into specific) and evaluation.

To strengthen this research, the researcher provides some previous studies that are related to this research. Hapsari (2011) who conducted a research in the second grade students of SMA Negeri 1 Batang to find out how well roundtable technique gives a contribution to improve students' achievement in writing hortatory exposition text. The findings of her study conclude that roundtable technique would improve students' achievement in writing hortatory exposition text. In line with the research above, Alkaromah (2017) who investigated the implementation of roundtable technique in teaching speaking for junior high school students and based on the finding of the research, it was found that the roundtable technique is effective to be implemented in teaching learning speaking. Students who were taught by using roundtable technique have improved their speaking skill. Since in the previous research, roundtable technique was applied in teaching speaking, the researcher will try to apply it in teaching writing. The other research was conducted by Chayanti (2015) at the Second grade of Junior High

School to find out the improvement of the students' writing ability and students' active participation through roundtable technique.

Referring to the explanation above, this research tried to apply roundtable technique in teaching writing on recount text of Senior High School students. Therefore, the objectives of this research are (1) find out how far the students' ability in writing recount text is significantly improved after being taught by using roundtable technique, and (2) to see the aspect of writing which improves the most after roundtable technique applied in teaching learning process.

METHODS

The approach of the research was quantitative. The research only has one experimental group with no control group. It was conducted by using pre-test treatment-post test design. This one group pretest-posttest design involves a single group that pretest (T1), expose to a treatment (X), and post-test (T2). The writer compared between the score in pre-test and post-test to see whether the treatment has an intended effect or not on students' writing ability.

Based on James (1996) population is a group of elements or cases whether individuals, objects, or events, that conform to specific criteria and to which the researcher intend generalize the results of the research. The population of the research was the first year student in SMAN 1 Pasir Sakti. The class which was chosen as the sample in this research was class X IPA 3 consisting of 34 students.

According to Hatch and Farhady (1982:281) there are two basic types of validity; content validity and construct validity. This research, the test has content validity because the researcher made this test based on the course objectives in syllabus of first graders students at SMAN 1 Pasir Sakti. In this research, the researcher asked the students to write a recount text to measure the students' writing ability. The researcher classified the score using writing recount scoring rubric by Jacobs (1981). The technique based on five aspects of writing. They are content, organization, language use, vocabulary, and mechanic.

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144). To ensure the reliability of the pre-test and post-test score and to avoid subjectivity of the writer, *inter-rater reliability* will be evaluated. In this study, the first rater was the researcher and the second rater was the English teacher in the school. The result of reliability score of pre-test was 0.9581359817 (very high reliability), and the result of reliability score of post-test was 0.9398013751 (very high reliability).

RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathered the result of pre-test and post-test as follows:

In order to see whether the the objectives of the research can be achieved or not, the researcher analyzed the test result of the pretest and posttest which is displayed in the following table.

Table 1. The Difference of Students' Writing Score in the Pre-Test and Post-Test

Statistics

	pretest	posttest
N Valid	34	34
Missing	3	3
Mean	57.40	73.21
Minimum	42	62
Maximum	75	84

Table 4.1 shows that the students' writing increased after the treatments. It can be seen from the mean of the post test which was higher than the pretest. Even though the mean score of the pretest was 57.40. Their minimum score of the pretest was 42, while the maximum score was 75. In other words, the students got 73.21 for the mean of the posttest with the minimum score was 62 and the maximum score was 84.

Therefore in order to make it clear about distribution of the students' pretest and posttest score, it will be explained in the following table.

Table 2. Frequency Distribution of Students' Writing Score of Pre-Test and Post-Test

No	Score	Fi Pre-test	Fi Post-Test	Category
1	42-49	7	0	Very Low
2	50-57	8	0	Low
3	58-65	15	3	Average
4	66-73	3	13	Good
5	74-81	1	14	High
6	82-89	0	4	Very High
Total		34	34	

The table above indicates that the students' 7, 15' pretest scores were so varied. There were about 7 students who got the score between 42-49, 8 students who got score between 50-57, 15 students who got score between 58-65, 3 students who got score between 66-73, and 1 student who got score between 74-81. Meanwhile in the posttest, there were about 3 students who got score between 58-65, 13 students who got score between 66-73, 14 students who got score between 74-81 and 4 students who got score between 82-89. It can be concluded that the students' writing increased after they learn through roundtable technique.

Afterward, in order to prove whether the hypothesis proposed by the researcher is accepted or not, Paired Sample T-Test is used to test the hypothesis. Thus, the results of the test can be seen in the following table.

Table 3. T-test Results of the Hypothesis Analysis**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	57.40	34	7.896	1.354
posttest	73.21	34	5.674	.973

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	15.809	6.664	1.143	18.134	13.484	13.833	33	.000

The table shows that the results of the computation of the value of significance is 0.000. It means that H_1 is accepted since $0.00 < 0.05$. It proves that there was improvement on students' writing achievement from pretest to posttest after being taught by *Roundtable* technique for writing recount text. Then, if the t-value (13.833) compared with t-table (2.032), it can be seen that the students' writing was increase since t-value > t-table. It can be concluded that there was an increase of students' writing achievement through *Roundtable* technique for the first grade students of SMA N 1 Pasir Sakti.

The researcher scored the students' writing based on the writing aspect and the scoring criteria adopted from Jacob (1981). The differences of students' achievements in aspects of writing are presented as follows:

Table 4. The Increase of Students Achievement of Each Aspect of Writing

Aspect of writing	Mean score of Pretest	Mean score of Posttest	Increase	Percentage
Content	17.31	22.32	5.01	32%
Organization	13.21	15.60	2.39	15%
Language use	11.43	16.01	4.58	29%
Vocabulary	12.94	15.82	2.88	18%
Mechanics	2.56	3.43	0.87	6%
Total	57.45	73.18	15.73	100%

Based on the Table 4.6.,we could see that there was an improvement in each aspects of writing after the implementation of roundtable technique in teaching recount text for three times where the highest improvement was on the aspect of content.

Finally, according to the results above, it is concluded that the implementation of roundtable technique can significantly improve students' writing of descriptive text. In

other words, the result of the research proved that roundtable technique gave improvement to the students' writing especially in terms of content.

Discussion

In the pre-test, the researcher found out the capacity of the students. They were still lack of knowledge of writing aspects. For instance, it was difficult for the students to generate the ideas well. It was also found that the students still made simple mistakes in using grammar. The students also could not find some proper words in English even they have looked up to dictionary. From the organization aspect, the students were confused to organize the paragraph coherently. Besides, they also made mistakes for the mechanic aspect, such as omitting the use of full stop and comma. Generally, the students did not know how to compose a good text in pretest; they tend to write what came to their mind. Therefore, the observer conducted treatments and gave them material that was relevant to students' capacities.

After being taught by using roundtable technique, students could improve their writing and improve aspects of writing on the result of the posttest. The major improvement can be seen on content aspect. It was because during the treatment students were guided step by step to choose and select the right topic sentence for each paragraph. Besides, the students were capable to get involved actively in the process of writing in generating and elaborating their ideas. In fact, roundtable technique does not only improve student's writing in recount text, but it also helps students to improve their writing of other texts and other skills.

The findings was supported by the previous study which was conducted by Rezki (2017) and Hapsari (2011). In their research, the finding showed that the use of roundtable technique improved the students' writing ability in terms of content aspect. It is because the students were able to write their ideas clearly pertinent to the topic and to write detail information from each topic sentence.

However, some other studies found that content was not the aspect improved the most. According to Fitri et.al (2017) language use was the aspect of writing with the highest improvement. This happened because through roundtable technique, the students were guided step by step to learn grammar. Meanwhile, Sepianita (2010) who investigated the implementation of roundtable technique in increasing the students' writing skill at the second year students and based on the finding of her research, it was found that *Roundtable* technique can improve students' writing descriptive text significantly in terms of organization aspect because the students were able to organize the content of their writing coherently.

According to the findings of the previous research above and in this research, the students gained much improvement after the implementation of roundtable technique for their writing scores. Interestingly, the improvement of students' scores happened in other types of text as it had been tested in the previous studies.

From the explanation above, it is concluded that the implementation of roundtable technique can significantly improve students' writing especially in terms of content.

CONCLUSION AND SUGGESTIONS

In relation to results of the study, it was concluded that: (1) The implementation of roundtable technique can significantly improve students' ability of recount text at the first grade of SMAN 1 Pasir Sakti. It is proved from the statistical result in the previous chapter, it can be seen that t-value (13.833) was higher than t-table (2.032) and significance value (0.00) was lower than 0.05. (2) Roundtable technique is very useful to improve students' recount text writing ability especially in content aspect. Since, content aspect has the highest percentage, it was 32% with the mean score of the pretest (17.31) and the posttest (22.32). In reference with the conclusions, the writer gives some suggestions as follow: (1) English teachers are suggested to use roundtable technique as a technique that can be used to improve students' writing ability in recount text because the researcher found that through roundtable technique students become more active in the learning process. (2) English teachers may start using roundtable technique by focusing on certain aspect of writing to increase. It is done in order to ease students to improve their writing ability step by step. (3) In this research, it was found that mechanics aspect had the lowest improvement among the other aspects of writing. Therefore, the teacher should apply effective strategies for improving this aspect, for example the teachers can correct and discuss more deeply during the teaching process. (4) This study was conducted in the Senior High School level. Therefore, the further research can try to find out the effect of using roundtable technique in the different levels. In the end, we can see how this technique can be applied effectively so that the students' achievement in writing can be improved. (5) In this research, the researcher only focused on the increase of students' writing achievement in recount text. The researcher suggests other researchers to find out the effect of *Roundtable* technique in other kind of text, such as procedure, report, or hortatory exposition text. (6) Obviously, the students' scores were still low in mechanic. Thus, the further research is suggested to find out another alternative strategy to improve students' writing ability particularly in terms of mechanics.

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